

NORMAL SCHOOL PRINCIPAL ON THE WORK OF THAT INSTITUTION

Editor Advertiser:—In The Advertiser of January 20 an article appears signed by one who claims to be a normal school graduate. This communication, on account of the fact that there is a large element of personal animus displayed and because of the many inaccuracies and the assumed signature does not warrant an answer, except on two grounds—(1) that it is a type of many of the charges that have been made and second that it is grouped with the communications on educational subjects received from others over their own signatures.

"Graduate Condemns System."

The first charge made is that the teachers in the normal school are ordered by the principal not to discuss the methods of the school outside.

This is absolutely false. The term outlines of the school are printed and spread broadcast all over the Territory. The detailed lesson plans are in the hands of four or five hundred teachers. The old plan books are loaned to any one asking to borrow them and are scattered all over the Territory. The methods of the school are fully detailed in the various reports of the superintendent of public instruction from 1899 to the present time, in the published announcement of the school, and the daily press. Teachers come to the school by direction of the superintendent and are shown the details of every part of the work.

"Not Authority's Methods."

The writer of this article claims that the course of study and methods of the Normal School are not in accord with Dr. Brown's views.

In 1897 Dr. Brown came here at the request of the department of public instruction to help in the study of conditions and to assist in drafting a course of study and to advise as to the work of the normal school. As a result of the advice and assistance of Dr. Brown, a course of study, rich in content work, was adopted that year. The present course is an outgrowth of that one, along the same lines. In 1906 I consulted with Dr. Brown in Washington and received his hearty approval of the general scheme of the work in the normal school.

Quoting again, the writer says, "I am in a position to state emphatically that these methods as taught on the mainland are totally unlike the system as carried out here."

Dean Russell of Teacher's College, Columbia University, under date of August 2, 1911, says, "Your plan for teaching English, which is indicated briefly in the course of study is sound in principle and has proved successful in the foreign districts in our large cities."

P. P. Claxton, commissioner of education, Washington, D. C., August 10, 1911, says, "I want to say that you have done well in trying to adapt it (the course of study) to the needs of the children of the Islands. I want to commend most heartily your plan of trying to base the development of language on the child's understanding of nature and occupations, the language thus growing out of its own experience. I wish also to commend your use of what you call national stories, also repeated stories and rhymes. I know nothing quite so good in teaching language to small children as such stories as the old woman and her pig. The house that Jack built, etc."

Dr. McMurtry's series of books on methods of teaching the various subjects in the elementary school was and is used as the basis of the work in the normal school, and Dr. McMurtry is one of the leading authorities on methods for the elementary school.

"The Procedure."

The writer says, "The real fault of the method pursued here at the normal school is that under it education is impossible. Education means to 'lead out the mind,' that is, to draw out the thoughts and ideas of the pupil and to give them direction."

The writer is wrong again.—The word educate does not mean to draw out or unfold the mind, but it does mean to bring up, to nurture, to foster, to train. The Century Dictionary, Volume III, under the word educate says, "There is no authority for the common statement that the primary sense of educate is draw out or unfold the powers of the mind." The word education is the Latin word educatio, anglicized by appending the letter u. This is derived from educatio, to bring up, to nurture, to train, and not as stated from educio, to lead, to draw, or bring out, however closely allied the roots of these verbs may be. This discussion is time honored and was supposed to have been settled years ago.

For the last part of the second paragraph under "Procedure," I would reply as follows:

There are only two primary sources for information on any subject, one takes the individual to the thing itself. The student's thoughts are obtained by the observation (with or without guidance) of the phase of nature that is being studied. The other way of obtaining information is by being told what someone has found out. This telling must be done through some one or more mediums of expression. For example, the teacher must tell orally, by the aid of drawings, dramatization, pictures, etc., or the pupil must read it from a book.

The other statements under the head of procedure are based on the misconception noted above and are consequently, at best, but a series of garbled statements.

"Subject."

Under this head the writer discusses the plan for the teaching of any subject in the normal and training school. The point of view is wrong. The detailed statements are inaccurate and misleading. The conclusions show that the writer has no conception of the true inwardness of the work.

I will give in brief the plan of any lesson as taught in the normal and training school. Each lesson is divided into two parts—thought getting on the part of the pupil and thought expression on the part of the pupil.

The teacher devotes five, ten, fifteen, or twenty minutes, varying with the subject or the grade, in instructing the pupil in the subject matter of the day's lesson. The rest of the period is devoted to expression on the part of the pupil.

Thought getting—five, ten, fifteen, or twenty minutes. If the subject of the day's lesson be a classic story, a history subject, or a foreign geography subject, the teacher proceeds as follows: She will tell the story as vividly as possible, illustrating at the same time by means of blackboard sketches, pictures, etc. Where possible, especially in the upper grades, she guides the pupil in the study of the text and maps, pictures or models that are available. She will use every means at her disposal to make clear the thought.

If the subject of the day's lesson is home geography or nature study, the teacher guides the pupil in his observations of the object which she proposes to make the basis for the day's lesson.

Expression of thought by pupil—Rest of period, thirty minutes or more.

There are three parts to this:

1. Expression through drawing, etc.
2. Oral expressions.
3. Written expression.

After the teacher has instructed the pupils as described under "thought getting," drawings, etc., are erased or covered and the pupil is asked to express himself by means of drawing, chalk modeling, sand or clay modeling, or dramatization. This is the child's own expression. The teacher assists where necessary for technique only.

2. Oral expression. The teacher now has before her each child's expression. These expressions differ in detail according to the individuality of the child. The teacher calls on the child to tell orally as best he can the thought embodied in his previous expression. If he hesitates for lack of vocabulary or otherwise, the teacher assists. In this way the child is taught to talk.

3. Instruction in writing (paragraph). While each child's expression must of necessity differ in matters of detail the main thoughts of the subject must be the same. The teacher uses this fundamental principle as a basis for the instruction of the class in writing (English Composition). The teacher guides the class in the selection of the main points of the subject. These main points are placed before the class in the form of an outline. The relationship between the various points is noted and made the basis for the orderly arrangement of the sentences in the paragraph. The relationship between the different headings and sub-headings determines the relative value of the words, phrases and clauses in the sentence. The teacher asks skillful questions based on the outline, and the answers of the class are written on the board by the teacher to form a paragraph.

This is made the basis for instruction in English composition and grammar.

This written expression (sentence or paragraph) is used for practice in reading. It is copied by the pupils for practice in writing and spelling. Sentences are dictated by the teacher as a test in spelling. This is in preparation for the child's written expression.

4. The purpose of step three was to instruct the child in written expression.

BEST DEFENCE AGAINST DISEASE

Is a Supply of Rich, Red Blood and Dr. Williams' Pink Pills Are the Tonic to Use When the Blood Is Thin and Weak.

Thin, impure blood is an invitation to sickness. The blood is at work, day and night, to maintain the health and any lack of strength or purity in the blood is a weakness in the defense against disease. Anemia is the doctor's name for lack of blood. There may be an actual loss in the quantity of the blood or one or more of its constituents may be lacking. Its surest symptom is pallor. Anemia is particularly common in young girls from 14 to 17 years of age. It is not confined to them for it is this same lack of blood that prevents full recovery after the grip, fevers, malaria and operations and is present in old age and in persons who have been under an unusual physical or mental strain.

Mrs. Morgan Bowen, of No. 945 Twenty-fifth avenue, N. E., Minneapolis, Minn., says:

"When I was fifteen years old I went into a decline and my parents feared I was going into consumption. I was sick for a year and was not able to do much of anything. The sickness came on me gradually. I was pale and seemed to lose my strength. I was attending school at Winona at the time and became so nervous that I had to give up my studies. My parents were alarmed about my condition as there had been consumption in the family."

"A friend advised my mother to give me Dr. Williams' Pink Pills for Pale People and before I used them long I was much improved. I gave the pills a thorough trial and was fully restored to health. My health has been good since but I always keep Dr. Williams' Pink Pills for Pale People in the house and take them when I feel I need a tonic."

The tonic treatment with Dr. Williams' Pink Pills by building up the blood so that it can nourish and strengthen the weakened system has made hundreds of cures in the most severe disorders.

Dr. Williams' Pink Pills for Pale People should be used in anemia, chlorosis or green sickness, sick headache, nervousness and for a general run-down condition of the health.

Send for free booklet, "Diseases of the Blood."

Dr. Williams' Pink Pills are sold by all druggists, or will be sent, postpaid, on receipt of price, 50 cents per box; six boxes, \$2.50, by the Dr. Williams' Medicine Co., Schenectady, N. Y.

All aids are now taken away from the child and he is asked to express his writing as best he can the thoughts of a part of the day's lesson. A selected heading different from the one used in the paragraph is assigned by the teacher.

This plan, reasonably and intelligently carried out, has proved eminently satisfactory. This was the method in use by the leading teachers in the Territory when the Normal School was established, and is based on the general principles outlined in McMurtry's General Methods.

"Grind of a Machine."

Under the above heading the writer makes the point that the students are found laboring over monotonous plans, night after night, having time for little or nothing else. That this is not true is shown by the fact that they do find time enough to master the ordinary English subjects of a high school course so satisfactorily that they are admitted to different colleges without examination and in special cases to advanced standing. (See report of department of public instruction on normal school.)

If the work of the school is "grind" the inference is that the product is not what it should be. I must refer again to the different official sources of information. These sources might have been consulted by the writer before the article was written.

In the official records since the graduation of the first normal class appear reports on the work of the graduates similar to the following:

"On Hawaii there are perhaps a dozen normal graduates (Honolulu Normal) or those having had some normal training; six of these are very recent graduates. Very pleasing has been my experience with these graduates. The later graduates had only been at work for a short time, but with one exception, they had the pupils well in hand and were getting in good work, such work as it might have taken them years to work up to had they had no such training. Above all were these graduates good in manner of treatment and handling of pupils, which was natural and proper."

The official reports of the various supervising principals in the different districts of the Islands say that the large majority of the teachers of the Honolulu Normal and Training School are doing satisfactory work. In many cases their rating is equal to the best equipped teachers of the force. From personal and official letters a large number of commendatory quotations could be given if it were necessary. The supervising principals in the city by their official reports and personal statements endorse the work of the normal school graduates.

Mr. Davis, supervising principal of the Royal School, says, "I have twenty-two territorial normal and training school teachers out of a faculty of thirty-two teachers. I am entirely satisfied with them. They are well prepared for their work. Their rooms are clean, their pupils orderly and well up to the requirements of the grades. The general tone and school atmosphere is excellent. They have shown they are capable and efficient teachers."

Mrs. Nina L. D. Fraser, supervising principal of the Kailani School, says, "I cannot speak too strongly of the work done under my supervision by the Honolulu Normal School teachers. They are efficient and capable teachers. With- out reflecting in any way on the other teachers I should be pleased to have only Honolulu Normal School teachers under my supervision."

Mr. L. M. Cox, supervising principal of Kailiwaena, says, "Twelve out of seventeen of my teachers are of the Honolulu Normal and Training School and the best of these are equal to the best under my supervision."

Mrs. F. W. Carter, supervising principal of the Central Grammar School, says, "Six out of the sixteen of my teachers are from the Honolulu Normal and Training School and while they differ in degree of efficiency they are all doing satisfactory work."

Mr. C. W. Baldwin, supervising principal of the Kaulamau Schools, says, "As normal inspector for eight years, I was so well pleased with the work of our graduates that I conceived the idea of placing them at regular intervals throughout my circuit, in order that I might send teachers generally to observe their work. At the teachers' meetings held during my tours, I called on them to do actual class work whenever possible. As supervising principal I should be pleased to have more of my teachers from the Honolulu Normal School. In general I can heartily say of the work of our normal graduates that it is entirely fitted for the teaching as they are called on to do."

In a letter just received from a supervising principal outside of Honolulu, he says, in speaking of an assistant teacher, who is a normal school graduate, "She comes as near doing perfect work as I ever saw done, either in a normal or out of it, and she does that work every day."

"Position Here Not Exceptional."—We have teachers in these Islands who have taught Poles, Bohemians, etc. In answer to this I will quote again what Dean Russell says, "Your plan for teaching English, which is indicated briefly in the course of study is sound in principle, and has proved successful in the foreign district in our large cities." Can it be possible that the teachers have made a mistake again? Do they know what is being done in the public schools?

EDGAR WOOD.

WE MAY GET THOSE WARSHIPS AFTER ALL

WASHINGTON, January 31.—Richard Pearson Hobson, representative from Alabama, has succeeded in his attempt to get his party to reconsider the new battleship appropriations, and a caucus of the Democrats has been called to reopen the matter. The battleship schedule of the administration was set aside by the house on a plea of economy, the Democratic majority claiming a saving thereby of \$40,000,000.

THINKS VIOLATION OF CUPID'S RULES A JOKE

SAN FRANCISCO, January 31.—Apparently regarding the whole affair as a humorous incident, Captain Greene of the Japanese steamer Chiyu Maru, has answered in the suit brought against him for breach of promise by Miss Gertrude Macfarlane. The answering papers are prepared in a decidedly facetious vein.

REALTY TRANSACTIONS.

Entered of Record January 22, 1912.
He Sun to Ma Chou Sing, D
David K. Kailihsa and wf, et al to Waiwaine Company, D
Waiwaine Company to David K. Kailihsa, et al, Rel
Luka Kailihsa to Waiwaine Company, A L
Albert S. Wilcox and wf to Papai (w), et al to Albert S. Wilcox, D
Papai (w), et al to Albert S. Wilcox, D
Mrs. Kala Akamukoi to Wong See Chow, L
On Yong to Hawaii Preserving Co., Ltd., C M
Bishop Trust Co., Ltd. to Lo Gu, Rel
Lizzie Awa to Kinsaburo Kaya, et al Alexander H. Auld to Kinsaburo Kaya, et al, L
The von Hamm-Young Co., Ltd. to Lorrin K. Smith, Rel
K. Yamane, et al to Kahaluu Pineapple & Ranch Co., Ltd., C M
K. Morimoto to Kahaluu Pineapple & Ranch Co., Ltd., C M
I. Tanaka and as Atty, et al to Kahaluu Pineapple & Ranch Co., Ltd., C M
Hiroki Wadachara to Kahaluu Pineapple & Ranch Co., Ltd., C M
Frank C. Poor and wf to Farm Corn, D
May T. Wilcox, et al, by Tr to Tr of May T. Wilcox, et al, A M
William O. Smith to Guardian Trust Co., Ltd., M
Caroline S. Bond, by Tr to Tr of Caroline S. Bond, A M
Mrs. Sarah Deotto, by Tr to Tr of Sarah Deotto, A M
Elizabeth S. Beckwith, by Tr to Tr of Elizabeth S. Beckwith, A M
Eugene H. Emerson, by Tr to Tr of Eugene H. Emerson, A M
P. M. Lyons, by Tr to Tr of P. M. Lyons, A M
Mrs. W. Y. Horner, by Tr to Tr of Mary J. Alexander, by Tr to Tr of Mary J. Alexander, A M
Helen E. Carpenter, by Tr to Tr of Helen E. Carpenter, A M
Julia A. Hookaaka and hsb to Julia Lilli (w), L
Annie Akong to Y. Yanagihara, L
John Nakai to Nannie R. Rice, L
Kaleka Kekai and hsb to Nannie R. Rice, Rel Dowry
Pang Sau, et al to Trent Trust Co., Ltd., Addn Chgs
Ora E. Basset, by Atty, and hsb to E. W. Quinn, D
Annie B. Horner and hsb, et al to Robert Horner, D
Josephine H. Blacow to Robert Horner, D
Wm. Horner and wf, et al to Robert Horner, D
W. H. Stuart and wf to Carl Waldeyer, M
Entered of Record January 23, 1912.
Palmer P. Woods, et al to Trs of Est of Charles F. Hart, L
Farm Corn to En O. Farm, D
W. M. Minton and wf to E. O. Farm, D
E. O. Farm and wf to Guardian Trust Co., Ltd., M
W. C. Wilder to L. Tenney Peck, B S
L. G. Blackman, et al to W. C. Wilder, Consent
L. G. Blackman and wf, et al to Clinton G. Ballentine, L
Charles Lambert to Honolulu Brew & Malt Co., Ltd., C M
V. Rose Young and hsb to Caroline D. Westervelt, D
Henry L. Knaack to Bank of Hawaii, Ltd., A M
Ishida Kurumatsu to von Hamm-Young Co., Ltd., C M
Kanichi Takatani to von Hamm-Young Co., Ltd., C M
Kapahu Alakai to von Hamm-Young Co., Ltd., C M
Manoel G. Augustin and wf to Anna M. Gertz, D
Anna M. Gertz to Trent Trust Co., Ltd., M
James L. Holt and wf to Lam See (w), D
James L. Holt and wf to Lau Sai Kie (w), D
William C. Achi, Tr to Luzia da Costa, D
M. W. Tschudi and wf to Fanny Strauch, D
Entered of Record January 24, 1912.
Bank of Hawaii, Ltd. to William T. Robinson, et al, Par Rel
W. T. Robinson and wf to Manuel S. Novite, D
First Bank of Hilo, Ltd. to A. M. Cabrinha, Tr, Rel
A. M. Cabrinha, Tr to Manuel Lucas R. S. Brown and wf to Kahaluu Agreli Co., Ltd., D
E. W. Quinn to Bishop Trust Co., Ltd., C M
C. G. Bartlett to Elvira Rego, Rel
Jose de Avero, et al to Frank de Avero, D
Est of W. C. Lunallio, by Tr to T. A. Dranga and wf to Trs of Est of W. C. Lunallio, Can
Pang Tin San to Pang Sau, et al, B S
Manuel C. Baptista to Jose Vasconcellos, D
J. E. Sheehan to Tom Chew Tr, D
Henry St. J. Nahaolelua, by Atty, et al to Ching Lan Sing, D
Ching Lan Sing and wf to Chinese English Debating Socy, D
Court of Land Registration.
A. C. Dowsett, et al to Waiwaine Co., Entered of Record January 25, 1912.
Andrew E. Cox and wf to Mrs. Hattie P. Smith, D
Trent Trust Co., Ltd. to John R. Figueira, D
John R. Figueira and wf to Joao Mouiz, M
Cecil Brown, Tr to Hookaaka, et al Ricardo Antonio and wf to Joe Barros and wf, D
George K. Kaui to John T. Moir, D
Island Invest Co., Ltd. to William P. Johnson, Rel
W. P. Johnson to Rudolph W. H. W. Eliza Cart, by Mtgee to H. W. Waterhouse Trust Co., Ltd., Fore Adft
Georgina R. Broadley and hsb to Bishop Trust Co., Ltd., D
Entered of Record January 26, 1912.
Carlos A. Long to Luzia da Costa, D
J. W. Young and wf to John S. Walker, D
John S. Walker and wife to Augusta Young, D
Trent Trust Co., Ltd., Tr to Kaimuki Land Co., Ltd., D
Kaimuki Land Co., Ltd. to John De Mello, D
John De Mello and wf to Kaimuki Land Co., Ltd., D
City Mill Co., Ltd. to Georgina Bradley, Rel
William Horner, et al to Albert Horner, et al, B S

LAYMAN'S CONTRIBUTION TO SCHOOL SYSTEM QUESTION

E. H. F. Wolter Believes Hawaii Is Educating Orientals for Asia's Benefit and Hawaiians for the Benefit of Politics.

Editor Advertiser:—A great deal has been written recently in regard to the present educational system in Hawaii by men who are trained in educational matters. Will you permit a plain-spoken man to express his views of the present system and enter a serious protest against the over-education of the children who frequent our public schools? Considering that the vast majority of the school children will have to go out in the world and hustle for a living as soon as they leave school, there can be no doubt, that they are taught in a lot of branches which will be of no possible practical use to them in later life.

Parents, who can afford it, can always send their children to higher schools, but the public schools should be confined to meet the necessities of the masses. The exceptional bright children of poor parents, who have ambition to advance on educational lines, will readily find help to gain their end considering the ever increasing number of scholarships granted to our higher educational institutions by private citizens.

Today we are teaching a large number of Asiatics—children of former contract laborers—on a line which make them unfitted and unwilling to enter agricultural life, although our plantations are in constant search of laborers. We make students of them at public expense and then see them leave the Territory to give Asia the benefit of their education, because there can be no work for them here, which they consider suitable to their acquired education.

The Hawaiians are in the same category. Some twenty to thirty years ago the plantations were manned by Hawaiians. They worked in the fields or as teamsters, Lunas or in any position offered them—and they made good, as every old plantation man will testify to. Over-education has made the younger generation unwilling to follow the plow, with the result that the town is full of husky, young men, "looking for a job" as clerks or policemen or any other easy and "genteel" billet. A practical agricultural education will meet the requirements of the young men; I mean an education, which would make them willing to go out in the fields to put into practical effect, what they had learned in practical schools, instead of looking down upon field labor as they do today. Besides the great expense of the present teaching system, we are now spending an enormous sum of money on school buildings, which are constructed in the

most expensive manner and wholly unsuitable to a tropical climate. Light, inexpensive wooden structures and even large airy tents would furnish sufficient accommodations for the children, and at what a saving to the taxpayers! A local journal recently said that "every one in Hawaii with a spark of loyalty for the Territory and regard for the children wants the schools to give the child instruction that will better enable him to gain an honest living, inculcate habits of industry and a lasting appreciation of the dignity of labor." Just so; but who can truthfully say that such is the object of the present educational system?

In conclusion I wish to refer to the so-called industrial schools. The best solution of the vexed question of what to do with the boys, who go astray, through lack of paternal care or through inborn perversity of nature seems to me to be the establishment of a training ship, on board which trades might be learned and seamanship taught to those fitted and inclined for a sea-faring life. I have no doubt that the navy department could be prevailed upon, by our Governor and Delegates to congress, to place a suitable ship, say in Pearl Harbor, for such a purpose. There is always a demand for sailors in every American port, and when the Panama Canal is in operation there will be plenty opportunity for employment for every sailor lad in the port of Honolulu.

The Hawaiians make excellent sailors, as all old whaling skippers will testify to, as long as he gets the right training from his youth. Training ships for the class of boys, we now send to the industrial school, are found in London, Hamburg and other great seaports in Europe, and many a wealthy shipmaster received his first training on board these vessels, where he possibly was sent for some youthful indiscretions.

The girls' industrial school could be moved to Waialae, where, under proper teaching in hat making, sewing and domestic work, they might eventually become useful members of the community.

I am making these suggestions in the interest not alone of the coming generations but in the interest of the taxpayers who feel that some day a halt must be called to the ever increasing public expenditures, not only on the educational question alone but in all other branches of the government.

I fear, I have occupied too much of your valuable space Mr. Editor, in setting forth these views, but I feel, it is a matter of vital importance and a subject deserving a free and earnest discussion. I am, sir,

EDW. H. F. WOLTER.

Frances K. Dickey and hsb, by Atty to K. Takagi, D
Bank of Hawaii, Ltd. to Ora E. Bartlett, Par Rel
Gaspar Silva to Bishop Trust Co., Ltd., Tr D
William H. Keawe and wf, et al to D. P. R. Isenberg, D
W. O. Franklin to Matsumori, D
Mary Chang Kim and hsb, et al to John Emmelhut, D
Henry St. J. Nahaolelua and wf, by Atty, et al to Wo On Fui Kon Assn, D
Wo On Fui Kon to Trent Trust Co., Ltd., M
Court of Land Registration.
Ethel K. Abrams and hsb to Bank of Hawaii, Ltd., M
Entered of Record January 27, 1912.
Noda Asabei to Hioki Tsunekichi, C M
Maile P. Kauwe and hsb to John K. Kealoha and wf, Rel
W. H. Beers to Makaleka K. Le., D
Frank L. Mini and wf to John T. Baker, M
First Bank of Hilo, Ltd. to Annie K. P. Kim Sing, Rel
Ah Loy to Capt Cook Coffee Co., Ltd., C M
H. Waterhouse Trust Co., Ltd. to John O. Griffith, D
John O. Griffith and wf to H. Waterhouse Trust Co., Ltd., Tr, M
George Osborne to William H. Friedly, D
W. H. Friedly and wf to Guardian Trust Co., Ltd., M
Est of Kuikahi by Admrx to J. J. Silva, L
M. H. Murphy to Nojima, D
Honolulu and hsb to John J. Mathews City Mill Co., Ltd. to Sara M. Angus Elizabeth K. Pilipto to H. S. Hayashi Alice B. Mersburgh and hsb, et al to Puchehua Agreli Co., Ltd., D
Mark Chew Kong to Ching Hing, Rel
Entered of Record January 29, 1912.
T. Brandt and wf to Lucy A. Wright, D
Napohaku Ekaula to Samuel Smith Kaahanui to Julia D. Kapohakomewa, D
John G. Duarte and wf to Julio de Castro, M
William R. Castle to Mow Hop Yin, D
S. W. Wilcox to Farm Corn, Rel
Mrs. Clara A. Petrie to Sarah L. Dexter, Rel
Sarah L. Dexter to First Am Svs & Tr Co. of H., Ltd., M
J. M. Lydgate and wf to Hilo Railroad Co., D
Est of Archibald S. Cleghorn, by Exors to Trs of Est of A. S. Cleghorn, D
Trent Trust Co., Ltd., Tr to Kaimuki Land Co., Ltd., D
Stella K. Waiwaine to Carl Miltner, D
Court of Land Registration.
Mary C. Nevin and hsb to Caroline D. C. Westervelt, D
Entered of Record January 30, 1912.
Caroline A. Medeiros and hsb to Marianna I. Silva, et al, D
Marianna I. Silva and hsb to Joseph C. Oliveira, D
Fidelity Insurance Co., Ltd. to E. O. Farm, D
Angeline D. Sauborn to Hamakua

SAYS PROGRESSIVES MUST QUIT KNOCKING

COLUMBUS, January 31.—Asserting that the generalizing tactics of the progressive wing of the Republican party should be discontinued, President Taft made emphatic addresses in this city yesterday afternoon. The denunciations being made by that faction, he declared, must cease as the nation now demanded facts and would no longer be content with general charges.

In closing he announced his firm conviction that the fall elections would result in a victory for the Republican party. He will remain in Columbus today.

A RELIABLE REMEDY.

You are not experimenting on yourself when you take Chamberlain's Cough Remedy for a cold as that preparation has won its great reputation and extensive sale by its remarkable cures of colds, and can always be depended upon. It is equally valuable for adults and children and may be given to young children with implicit confidence as it contains no harmful drug. For sale by Benson, Smith & Co., Ltd., agents for Hawaii.